

GOVERNING BODY REPORT

SUMMER TERM 2013



The 2012-13 WHOLE SCHOOL TARGET IS 'BRINGING OUT THE BEST'



**Governing body meeting on Tuesday 11 June 2013
at 4.00 pm**

INTRODUCTION

Changes and improvements since last governing body report.

figures for summer 2013 are in blue

Figures for spring 2013 are in green brackets.

figures for autumn 2012 are in red brackets.

figures for summer 2012 are in blue brackets.

- Number on roll – April 2013 - 93 (92) (92) (89)
- 24 (24) (24) (25) girls (lower than the national average) and
- 69 (68) (68) (64) boys (higher than the national average)
number of free school meals = 25 (24) (24) (23)
number of children eligible for pupil premium = 25 (24) (24) number of children and young people in care = 5 (5)
number of pupils with English as an Additional Language = 17 (17) (17) (17)
number of minority ethnic pupils = 33 (33) (31) (33)
- There is a need to fill 2 community governor vacancies and to expand the number of sponsor governors.
- Social Care support – Barnardo’s have supplied a contract for a social worker which has been agreed and signed. The role is due to commence on 3 June 2013 or as soon as possible after that date. The headteacher met the new Assistant Director for social Care, Jackie Gower, on 24 April 2013.
- The headteacher has discussed the role of speech and language therapy with the PCT. A new protocol will be presented in May 2013 and will commence in September 2013. The SALT will be based off-site from 3 June onwards.
- Meetings with the NHS to discuss the workload of the nurses, are due to take place with both Elms Bank and Millwood. There is a reduction in the nursing cover to one nurse only per day. This does not match the needs of the increased number of pupils on roll from September 2013. A protocol for nursing cover has been developed but has not been shared with school at the time of writing.
- Further agreements with the SEN team to improve and streamline the admissions, statementing and annual review processes have taken place.
- Very successful physical and sensory literacy sessions daily for all pupils.
- **A very successful OFSTED inspection on 20 and 21 February 2013 judged the school as ‘Outstanding’ for the second time.**

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LEADERSHIP AND MANAGEMENT

Governing body

The full governing body met in the autumn term on 7 February 2013 with a Resources Committee and Pay Committee meeting on 5 March 2013.

OFSTED reported that “Governors challenge school leaders effectively to ensure the excellent standards do not slip.” As part of reporting on Leadership and Management, OFSTED reported the following:

“The governing body is keen to make a difference and not afraid to constructively challenge the school’s senior managers. Governors ensure they have up-to-date information about pupils’ progress, teaching and overall school performance through regular visits, link roles with subject teachers and detailed school reports. They monitor finances efficiently and ensure that pupil premium funding is used effectively to improve pupils’ work in literacy and numeracy. Governors meet their statutory safeguarding responsibilities very well. They share senior managers’ determination to achieve the highest levels for the school.”

Developments since the inspection include:

- Approaching a local councillor with a view to an invitation to serve as a sponsor governor
- Creating a job description to formalise the actions which OFSTED see and which the school sees as being the hallmarks of a Millwood governor – having up-to-date information, visiting school regularly, attendance and punctuality at meetings, monitoring finances, monitoring pupil premium, meeting safeguarding and other statutory responsibilities
- Reviewing the roles of all governors when they come up for re-election to ensure that all governors are able to continue to contribute to the high quality provision at Millwood

There are two vacancies for community governors.

School Improvement Targets 2012-13

- School Improvement Plan 2012-13
Improve teaching from 66% outstanding to 75% outstanding
Teaching has been monitored and evaluated by the headteacher as part of the annual lesson observation cycle; it has been sampled and evaluated in a mini-inspection by external moderators; it has been judged against the national criteria by OFSTED in the February inspection. The attached report, Quality of Teaching 2012-13, demonstrates that according to all the criteria, the overwhelming majority of teaching at Millwood School continues to be outstanding. The extremely challenging target of 75% teaching to be outstanding in 2013 was just missed. Currently, there is 71% outstanding teaching in the school so 7 out of every 10 lessons is outstanding.

Improve achievement from satisfactory to good

those pupils whose achievement was only judged to be satisfactory in 2011-12 have additional focused targets as part of their individual education plan the pupil premium has been planned and allocated – an experienced teacher will be working with those pupils who are entitled to pupil premium to improve their literacy and numeracy skills.

Identify gifted and talented targets for all pupils to improve attainment

each pupil has a target as part of the Bringing Out the Best project

Policy and documentation review

All statutory policies are in place including the new Equality Duty and new Appraisal policy. Recently, the Smoking policy and the Code of Conduct policy have been updated. The Health and Safety policy is updated regularly to include new legislation.

Resource and financial management - [See attached Financial Resources report.](#)

New school

- Lettings are now underway, for example, with Puddle Ducks, and are beginning to provide a small income stream for Millwood. Additional hours are being let out to parents/carers of children with disabilities who are pupils at Millwood, and this is supplementing the income stream.
- New school snagging and defects period – Millwood Review meetings have taken place every week to ensure that defects are remedied.
- The issue of the cold water system is still ongoing but recent investigations indicate where there may be a potential ‘golden bullet’ solution. Many of the investigations which have taken place have resulted in small improvements.
- New school stakeholders – open days were held on the following dates and there was a minimum level of interest. All headteachers, the planning committee and officers, all employees at Athenaeum and Seedfield were invited to the Open Days. Other stakeholders have attended in large numbers as part of the Radcliffe cluster meetings, Primary Capital meetings, LDD Strategy meetings, BPLC meetings.

Headteacher visits

9 July 2012 – 6 attended, 11 July 2012 – 1, 12 July 2012 – 6

Stakeholder visits

9 November 2012 – 8 attended, 16 November 2012 – 1 (Cllr Southworth, Planning Committee), 20 November 2012 – 9, 23 November 2012 – 7

Additional Stakeholder visits

26 April 2013 – 3 attended including Councillor Tony Cummings (Radcliffe West) and Graham Atkinson (head of EDS)

- There is no resolution yet about the costs which the school has had to bear in relation to snagging and defects as a result of poor workmanship and quality in the project. This issue has been discussed in meetings with ISG representative, school governors and the local authority, and has been represented to Councillors Shori and Cummings.

- There is a possible solution to the landscape drainage problem. This should also help with the additional high risk of debris on site.
- Installation is now underway in the light room, dark room and sensory integration room. The rebound room is now open for use and a working group of trained operators is taking forward its development.

School Council

School council have been meeting on a termly basis to organise events and develop their voice within the school.

In March pupils had their first secret shop. Children were invited to send in £3 to buy their mummy a secret present for Mother's day. 45 children took part and approximately £65 was raised for school council. We hope to run a similar event for Father's day.

We also took part in Red Nose Day by doing something funny for money. The children and staff wore odd socks and shoes and made donations. Approximately £150 was raised. The trampoline has arrived which was bought with some of the proceeds of the Christmas fair. We are just deciding the most suitable place for it, and then it shall be erected in time for the good weather.

In the summer term we will be having a donkey fair, raising money for the Donkey Sanctuary and school council. We shall also start looking at next year's Christmas cards!

Parents and carers

53 questionnaires returned in 2011-12
 33 questionnaires returned in 2010-11
 40 questionnaires returned in 2009-10
 21 questionnaires returned in 2008-9

The results from the questionnaire 2012 show that parents and carers strongly agree (85%) that their child is happy going to school. A huge number also strongly agrees (81%) that their child likes the new school and the new facilities. The vast majority strongly agrees (83%) that the home school diary is an effective means of communication between parents/carers and staff.

OFSTED reported in February 2013 that "Parental links are strong and parents hold both chair and vice-chair positions on the governing body. Daily progress reports, newsletters and an interactive school website provide parents with excellent opportunities to share their child's experiences and enhance what they learn."

They would like us to consider:

- how we can improve information about their child's dietary needs – *family support HLTAs are arranging a speaker;*
- a bit more information about what happens in after-school club for those who attend – *regular updates from the staff are included in the governing body report;*

- more emphasis on ways in which we can improve their child’s self-confidence – *physical and sensory literacy sessions have been introduced.*

Partnerships including inclusion, transition and extended services

Partners include the School Attendance Officer, CLAS, the SEN team, transport team, Schools Organisation team, Architectural Services, ICT (PC Edutech), Barnardo’s, NHS. Our transition partner is Elms Bank Specialist College.

This school year we have 15 year 6 pupils leaving Millwood.

Number of Pupils	Need	Preferred High School
4	PMLD	ELMS BANK
6	SLD	ELMS BANK
4	ASC	ELMS BANK
1	ASC	RESIDENTIAL PROVISION REQUESTED BY PARENT (tbc by the L.A.)

Transition to Elms Bank continued throughout the spring term. All Year 6 teachers from Millwood went to Elms Bank to pass on information about each pupil to help Elms Bank place them in the correct ability/social groups for September. Assessment information was given to the Year 7 staff at that point. Dates were set for the next block of visits for the Y6 pupils including a lunch time visit and a whole day. Unfortunately the visit arranged to see the Elms Bank production at the beginning of February was cancelled due to travel disruption from snow.

Farzana Shah sent all pupils a transition booklet that the pupils can use at school and home to familiarise themselves with different areas of school. During the summer term staff will help to complete a “passport to high school” alongside the pupils and their parents to provide Elms Bank with as much individual information as possible to help the transition to high school as smooth as possible.

In Spring 2013 one pupil from Gorsefield Primary School, Radcliffe, was granted an emergency place at Millwood with 1:1 support. Visits between schools were made before he transferred permanently to Millwood after Easter provided with all requested paperwork from Gorsefield received.

Links with mainstream primary schools include:

- Two pupils attending Gorsefield each Friday
- One pupil attending Greenhill Primary – a shared programme of study and excellent links between parent and both schools ensures that this is a very successful placement
- One pupil attending St Phillip’s Primary
- One pupil has a dual placement with Park View Primary on Monday, Tuesday and Wednesday (at present).

The link with Bury FC Community Trust continues with key workers every lunchtime. This is still considered to be good value for money.

A review of ICT support was undertaken by PC Edutech and the headteacher and was judged to represent continued excellent value for money. No change to the contract has been made so there is an ICT technician on site for 3.5 days each week.

A review of nursing cover is ongoing with the new NHS commissioner service. However, the review of SALT provision has resulted in a new service which will begin in September 2013 and should ensure much better coverage of pupil need and a higher quality of reports to parents.

Care, guidance and support including Child in Need, nursing and therapy

Two HLTAs provide a family support service including keeping a regular updated Child in Need schedule.

The two HLTAs with responsibility for parent support are supporting 15 families at the moment. The regular meetings between the HLTAs and SMT are now being formalised and the record keeping system is being updated. The aim is to support families by listening to them, giving advice and working in partnership with them and other agencies to provide better outcomes for children and families. The two HLTAs will also just lend an ear when parents/carers need to talk.

Since January 2013, the following have taken place:

- There has been continuous support for parents via telephone calls and meetings;
- The 'Self-Care For You' course which we were hoping to run in January for 6 weeks fell through due to difficulties on our side and the NHS;
- We have held 2 coffee mornings which were well attended, the second one we gave a presentation on 'caring for your back'. This had positive verbal feedback from those who attended;
- We are in the process of organising 2 coffee mornings, one with a speaker coming in talking about challenging behaviour, and then another where we will be looking at fun and appealing healthy meals.

Pupil Premium Funding

The Pupil Premium (total £13,800) supports those pupils who are eligible for Free School Meals. OFSTED reports on those improvements which the school demonstrates have been made by those pupils in receipt of pupil premium. The OFSTED inspection in February 2013 was a forum for discussion of how the school used pupil premium for the gifted and talented targets "Bringing out the Best". This was considered to be a worthy notion. However, because pupils on these programs were not just those on pupil premium, OFSTED said that *all* pupils' achievement would be improved and pupil premium could not be demonstrated to have been the factor which brought about the improvement. Therefore, the pupil premium funding could *not* be used to support "Bringing out the Best". Instead, the school has decided to use the pupil premium funding to support only those pupils on pupil premium through additional literacy and numeracy lessons. The outcomes at the end

of the year 2012-13 should show that pupils on pupil premium have made significant improvements as a result of the additional funding.

The Pupil Premium table has been amended from the last governing body report and now follows:

Name of child receiving pupil premium as at April 2013	Amount per child	How pupil premium allocated
1. Chanelle	£600	Additional literacy and numeracy
2. Kara	£600	Additional literacy and numeracy
3. Andrew	£600	Additional literacy and numeracy
4. Joele	£600	Additional literacy and numeracy
5. Hannah	£600	Additional literacy and numeracy
6. Deen	£600	Additional literacy and numeracy
7. Ben	£600	Additional literacy and numeracy
8. Daniel	£600	Additional literacy and numeracy
9. Kashif	£600	Additional literacy and numeracy
10. Subbhan	£600	Additional literacy and numeracy
11. Hashim	£600	Additional literacy and numeracy
12. Leon	£600	Additional literacy and numeracy
13. Ethan K	£600	Additional literacy and numeracy
14. Matthew	£600	Additional literacy and numeracy
15. Spencer	£600	Additional literacy and numeracy
16. Charlotte	£600	Additional literacy and numeracy
17. Amy	£600	Additional literacy and numeracy
18. Yusaf	£600	Additional literacy and numeracy
19. Jason	£600	Additional literacy and numeracy
20. Carmen	£600	Additional literacy and numeracy
21. Cameron	£600	Additional literacy and numeracy
22. Elliott	£600	Additional literacy and numeracy
23. John	£600	Additional literacy and numeracy

After-school clubs including Bury FC



The After-school Club runs on a Tuesday and Thursday until 5pm, with a fee of £5 per session payable half termly. The After-school clubs currently have 16 places filled and 12

children on role, 4 of these children attend two sessions per week. The school are pleased with these figures as they have risen since we extended our time to 5pm. The two After-school club leaders are now supported by 5 experienced teaching assistants from within school. This gives continuity for the children as well as a dedicated and motivated staff. Any communication aids/behaviour management resources are brought to After-school Club with the children. After-school clubs are based in the theatre which enables staff to use a DVD/internet on the projector until all children have arrived.

Each session is planned in advance with a variety of activities which are based on seasonal themes for the children to choose from. A structured schedule is in place for the children who wish to join in the planned activities; other children prefer to access the self-chosen activities. We have made use of all the facilities in school and use the Pirates room, light room, MUGA pitch, polytunnel, playground, New World Café, Redvales 4 (to use the Wii and Xbox) and the spacious hall. The children enjoy a snack and a drink which they help to prepare or may have previously made e.g. cakes, pizza, biscuits, toast and crackers, hot chocolate and milkshake.

Last term was very busy; we have visited Boomerang and McDonalds and hope to have more outings out as the weather improves. Children enjoyed making Easter and Mother's Day gifts. The staff will be able to treat the children to a snack whilst out thanks to a generous donation of £100.00 from Surita Bhat, one of the parents. We make use of all the outside facilities – weather permitting - and look forward to planting in the polytunnel and helping Catherine Jackson and her team with gardening jobs. We now incorporate a short dance or music activity at the beginning and end of each session which the children enjoy. Thanks to the School Council donation we have been able to purchase new toys car, Duplo and sensory items. The cars especially are a big hit with the children. As we are self-funding we make the most of any donations we receive.

For summer we are hoping to make use of the outside facilities, playground, bikes and organised games. We will also be taking the children out for local walks, to the park and Boomerang.

Staffing

There are current 19 (19) (19) (19) teachers (including part-time), 5 higher level teaching assistants 40 (40) (44) (49) teaching assistants, and 9 (10) (10) (12) midday assistants.

Whitelow has been particularly badly hit by absence due to the personal circumstances of close family members of two teachers. Two teachers in Redvales are absent long-term with physical problems which, hopefully, are not chronic problems but one-off difficulties. This has meant an increasing reliance on agency staff and the goodwill of the class teams to ensure that consistency for the pupils is maintained.

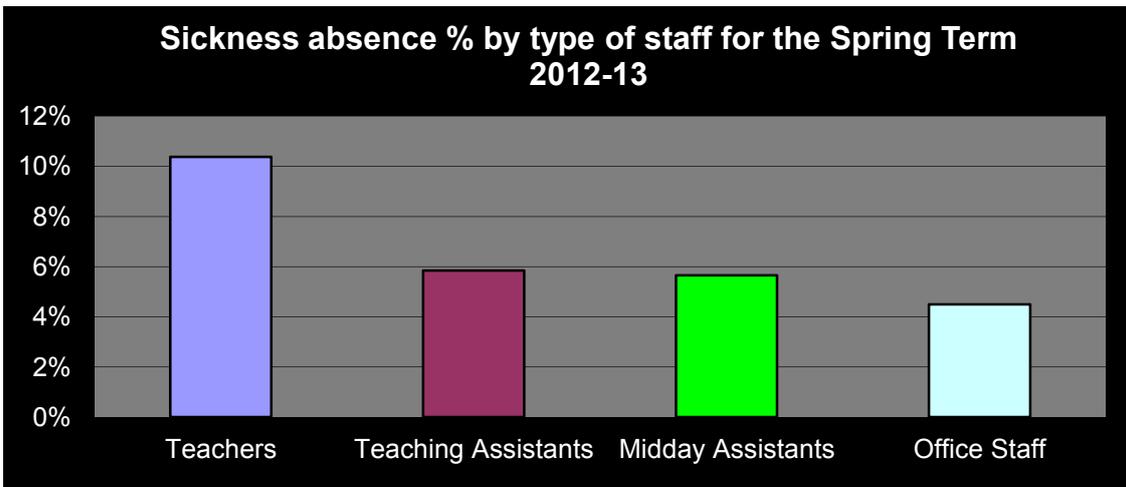
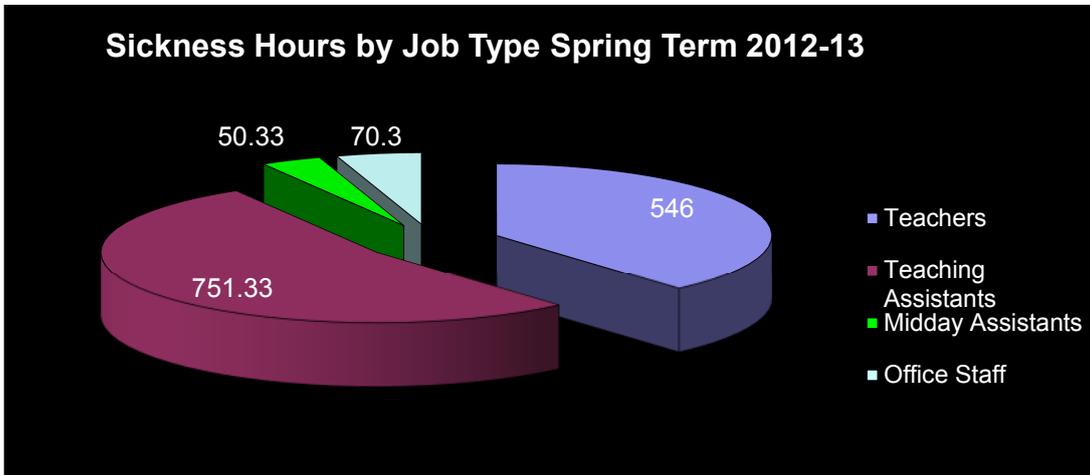
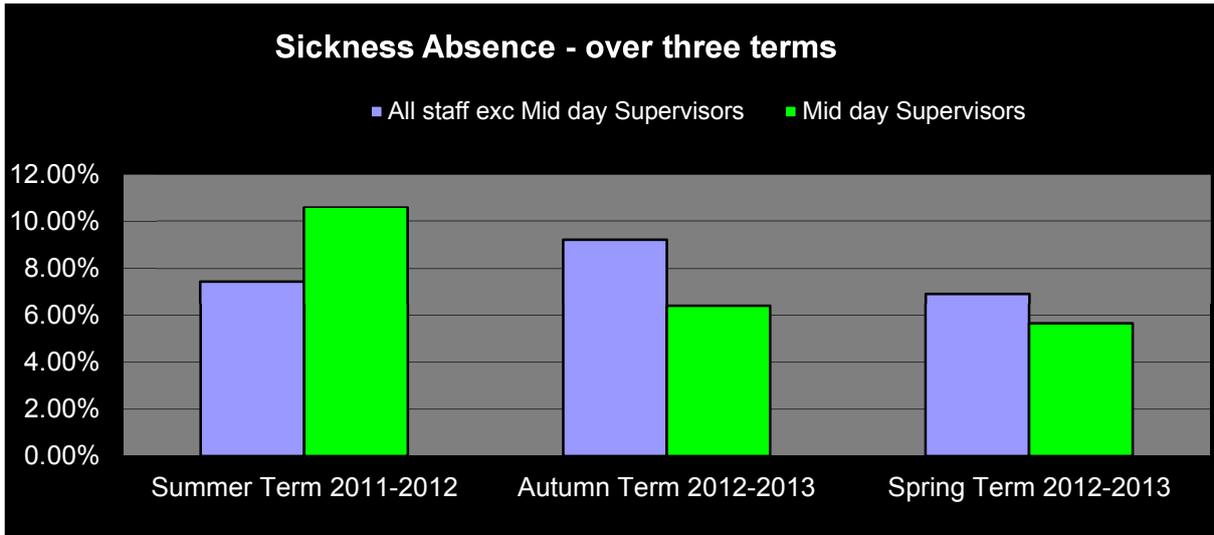
Sickness absence spring term 2013

Sickness absence percentage for **all staff** excluding Mid-Day supervisors = 6.9%. This is an increase from the same time last year when absence was at 6.4%.

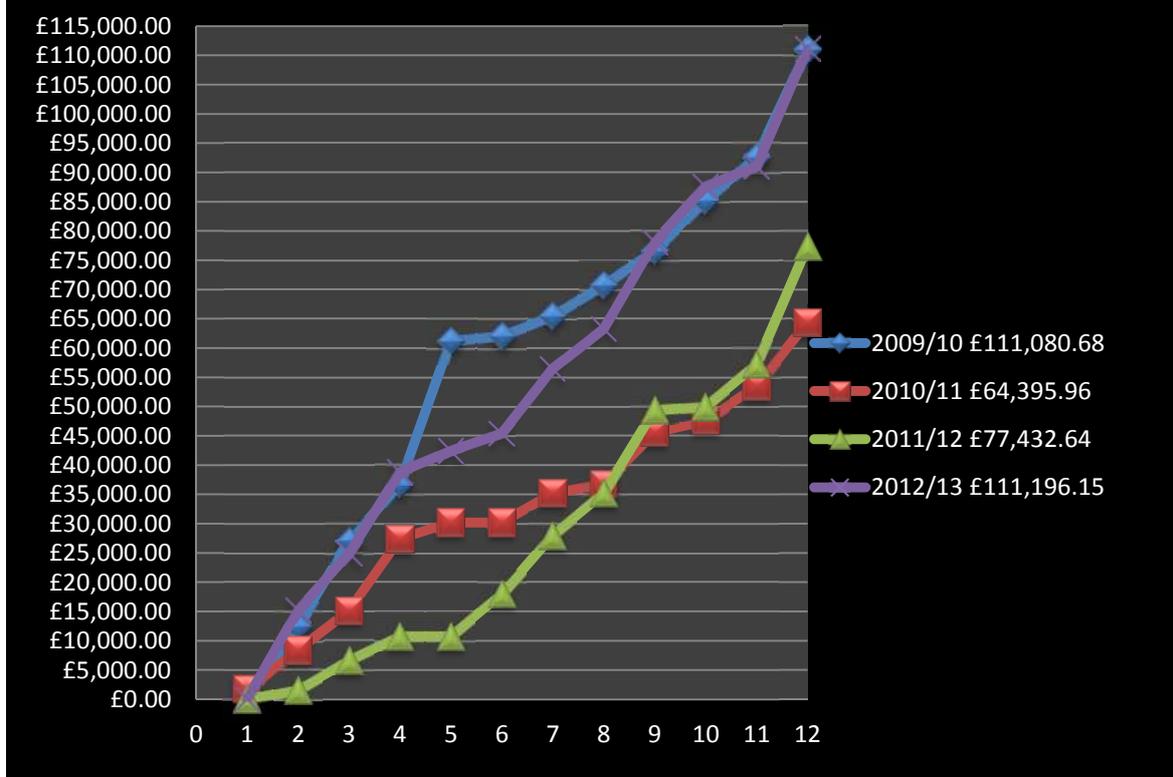
Sickness absence percentage for **Mid-Day supervisors** = 5.65%. This is significantly lower than at the same time in 2012 when absence for middays was at 10.6%.

There have been 4 staff with periods of extended sickness. The group of staff with the highest number of sickness levels as a percentage of their potential hours is teachers. Sickness levels for teachers in the spring term are running at more than 10%. Whilst some of this can be attributed to long-term absence, some is as a result of the consistent pressure of the last year which has involved moving schools and the high levels of planning associated with this, increasing class sizes, managing the risk assessments associated with snagging and defects, and preparing for an OFSTED inspection. It is not surprising that staff are burnt-out at this particular time.

PERCENTAGE ABSENCE	Staff	Midday assistants
Spring 2013	6.9%	5.65%
Autumn 2012	9.2	3.13
Average absence 2011-12	8.3%	7%
Summer 2012	7.5	6.4
Spring 2012	6.4	10.6
Autumn 2011	11	4
Average absence 2010-11	7.4%	3.4%
Summer 2011	7.6	0.3
Spring 2011	8.5	6.5
Autumn 2010	6	3.5
Average absence 2009-10	7.7%	11.5%
Summer 2010	7.1	11.3
Spring 2010	11	18
Autumn 2009	5	5.27
Average absence 2008-9	9.1%	15.9%



Agency Staff Total Spend Comparison



The sickness premium has risen this year to £40,950. Last year, it was £35,000.

The amount spent on agency staff to cover other absences is now well over budget. It is £34,000 more than last year. The amount spent on staffing overall is £136,000 more than in the last financial year 2012-13. The amount budgeted for in 2013-14 for agency cover is £90,000.

Continuing Professional Development

OFSTED gave positive feedback on our CPD provision recognising that:

“Staff attend regular training to maintain the school’s highest standards in teaching and learning.”

During the Spring Term 2013 25 BPLC courses were attended by 13 members of staff. As yet we have not bought into the BPLC for 2013-14 as they are not providing the full range of courses to meet our needs. Helen is currently in negotiations with the BPLC and the final decision will be made during the Summer Term.

External courses attended during the Spring Term included the Headteachers’ conference, Centaur Training for moving and handling trainer training, and Jump Ahead training for use in our physical and sensory literacy curriculum.

Defibrillator training was postponed as OFSTED descended on us - a shame we hadn't had our training on how to deal with heart failure before the phone call! The rescheduled training took place on 30 March. The whole school has also received training on Adrenal Insufficiency and Dysphagia.

Appraisal

The school has adopted the local authority's policy on Appraisal and Performance Management. The Senior Management Team attended training offered by the local authority on the new Appraisal arrangements and the new Teachers' Standards although a policy and the new standards had already been distributed in the summer term to all teachers. Training was cascaded to all teachers on 19 September and documents updated in line with the new arrangements. Teachers' objectives for 2011-12 will be measured against the old standards and new objectives will be set using the new standards. To support the appraisal arrangements through union action commencing 26 September, it has been agreed with staff to provide TA cover for all interviews so that they can take place during the school session.

THE QUALITY OF TEACHING

Teaching and assessment

All planning continues to be monitored each term to ensure that standards of target-setting and assessment are consistent across school and from term to term. [See attached Quality of Teaching 2012-13 report.](#)

Curriculum

The curriculum received praise from OFSTED in our recent inspection report. The summary of key findings included the statement:

"The curriculum is very well organised and provides exactly the right kind of work for each of the school's very different groups of pupils."

The main body of the report adds:

"The curriculum is rich, vibrant and focused to pupils' needs..."

The physical / sensory curriculum that we introduced in January 2013 is also singled out for the following statement:

"The new physical literacy sessions focus very effectively on pupil mobility, coordination, exercise and social learning. Pupils learn to follow directions, wait and take turns through enjoyable, lively and inclusive dance sessions . . . the fantastic array of soft play rooms with jungles, pirates and light displays contribute tremendously to pupils' outstanding physical development and sensory awareness."

In February 2013 the new National Curriculum framework document for consultation was published. The DfE website contains the following statement:

“The new National Curriculum represents a shift in what we expect pupils and teachers to achieve, particularly in the core subjects of English, mathematics and science at primary level.

This is so that, in the future, all pupils will leave primary school able to progress to more challenging study at secondary school, supporting greater breadth and depth of learning.

For subjects other than English, mathematics and science, we are proposing the introduction of new, shorter programmes of study, focused on the essential knowledge and skills to be taught in each subject. This will give schools more freedom to develop their own curriculums in a way that best meets the needs of their pupils.”

The proposed National Curriculum has core subjects of English, Maths and Science at Key Stages 1 and 2. Other foundation subjects at Key Stage 1 are Art and Design, Computing (formally ICT), Design and technology, Geography, History, Music and PE. At Key stage 2 the foundation subjects also includes foreign languages.

The proposed National Curriculum contains a section on Inclusion which stresses the importance of setting suitable challenges for all pupils and ensuring that lessons are planned to “ensure that there are no barriers to every pupil achieving”. There is an expectation that all pupils should study the full National Curriculum and the new “SEN Code of Practice will include advice on approaches to identification of need which can support this”. It does recognise that a “minority of pupils will need access to specialist equipment and different approaches”.

There is a staff meeting scheduled for 26th June when we will continue to look at the implications of this document on the Millwood Curriculum. The new national curriculum is scheduled to be introduced in September 2014.

The new physical/sensory literacy programme was successfully introduced in the spring term 2013. Pupils and staff enjoyed the range of activities, and ongoing informal assessments indicated that pupils benefitted from the activities on a physical, sensory and social level. The end of year summative assessments go online in May and the impact of these activities against the PSD, PE and Communication results will be reviewed. This term a new set of activities has been introduced which takes place in the outdoor spaces around the school. Watch this space for information about a Millwood Basketball team! The physiotherapy team is running a physiotherapy group session each day between 1 and 1:30pm.

Educational visits

Throughout last term approximately 68 educational visits took place.

Teachers continue to complete risk assessment forms for each outing highlighting the purpose of the trip and how the 5 outcomes for ECM are addressed. They also outline the

National Curriculum subject covered for each trip. Off site visits continue to enrich the curriculum and assist the pupil progress and is an important part of their educational and social development.

Regular weekly trips

<u>Place</u>	<u>Pupils</u>	<u>Subject area</u>
Gorsefield Primary School	Redvales 3 and 5	Numeracy, Literacy PSHE
Radcliffe Baths	Gifted and Talented	PE, Swimming, PSHE
St.Phillips school	1 pupil from R2	Inclusion link
Greenhill school	1 pupil from W1	Inclusion link

Other trips taken and the National Curriculum Subject/s covered.

PLACES	CURRICULUM AREAS
Asda Radcliffe	Numeracy (number, money and shape) PSHE, Communication
Boomerang sensory play	PE, PSHE, Communication.
Bridgewater Hall (Live Music Now)	Music
Local Walks (Duck pond, garden centre)	PE, PSHE, Communication, Geography and Science.
Donkey Riding in Ashton	PSHE, Communication, Science
Elms Bank	Y6 transition
Goshen gym	PE
McDonalds/fast food restaurants/cafes	PSHE, Science, Communication, Numeracy
animal corners (Heaton park)	Science, PSHE, Communication
Church/Mosque	RE, PSHE, Communication
Old Millwood	Geography, history, PSHE, communication
Trafford Centre	Christmas (RE) Geography, communication
Wing Yip	Chinese New Year
Local Radcliffe business	For the art project "Smile"

Teachers will continue to record the curriculum areas covered by all off site visits and assessment data and reports to parents/carers will show that educational visits contribute massively to children's progress.

We are still pressing forward to a paperless risk assessment system; however we are due to begin on a new email system so all staff will have a new email address.

Our old email addresses have been sent to David Scarfield from Rochdale LA who is advising us on the electronic system to set up user names and passwords; there will now be a delay as we will wait until all the new email addresses are up and running.

Spiritual, moral, social and cultural development

Opportunities for SMSC continue through assemblies and collective worship as well as through the curriculum. Lunchtime social groups are now developed through the new physical and sensory literacy groups 1.00-1.30. It is intended to allow this informal development to grow into a more structured arrangement of something along the lines of a 'house' system to allow for greater interaction between children of differing ages and abilities. It is intended that teachers will transfer any responsibilities for lunchtime activities to teaching assistants and midday assistants. One of the benefits of this will be that teachers will no longer have to write home school books at any other time than at lunchtimes.

Spiritual development has been enhanced by the success of saying the school prayer at Good Work assemblies. The majority of children now say and sign the prayer, some of them wishing to lead it using the microphone. All pupils took part in the Easter assembly and made artefacts or completed activities to support this celebration. The assembly rota ensures that all faith celebrations are celebrated appropriately.

Moral development is best shown through the day-to-day little successes around the school. For example, one pupil on receiving an award on behalf of her class told everybody that it was for "sharing". All the pupils took part in Red Nose Day to raise money for others.

Social development has really been given a boost in the daily physical and sensory sessions. Pupils work with each other in lots of different settings. For example, the Hot Shots is a new basketball team which has an enviable ethos of self-discipline, teamwork and ball skills with pupils drawn from different areas in school. For pupils with more profound difficulties, the visit by Oily Cart enabled them to really engage with the musical and communication activities in 'Tube'.

Cultural development has again been highlighted by the wonderful work produced by the pupils for the Chinese New Year which is on display in Redvales next to the Chinese Dragon garden, and for Mother's Day.

Many of these developments are documented in the photographs and articles in the weekly newsletters home to parents and carers.

Assemblies

Assemblies continue to be held twice a week. On Mondays they are led by teachers who are expected to celebrate all the major religious festivals. Where there are no festivals to celebrate the theme is usually a celebration of our pupils' achievements or a celebration/reflection time of local, national or global events. Each assembly includes a collective act of worship and we also use it to listen to different styles of music.

The assemblies also give pupils the opportunity to lead activities such as signing the school prayer for everyone to see. It gives the opportunity to pupils to lead the singing or actions or lead the topic through drama activities. This term we also held a special "Heart Start" assembly that was attended by some of the staff and players from Bury FC, fundraisers from

the Ladies Prestwich bowling club who raised the money for our new defibrillator and members of the Bolton Wanderers FC community trust for providing us with additional funds and train all the staff in the use of our state of the art defibrillator. The pupils of Irwell 5/6 performed a fabulous dance to "Staying Alive".

The "Good Work" assembly held on Friday mornings is to give out certificates and awards in celebration of the pupils' achievement. It continues to be a very upbeat assembly with a real focus on our gifted and talented pupils.

The new ICT equipment in the hall has enhanced all the assemblies and performances. We are able to make it a much more visual experience and children can see their photos on a large screen enhancing the importance of their achievements and also keeping pupils focussed and interested for longer.

Teachers continue to plan and record the objectives of their assembly on the shared drive and share with our R.E. coordinator.

ACHIEVEMENT

Progress and targets

WHOLE SCHOOL TARGETS 2011-12

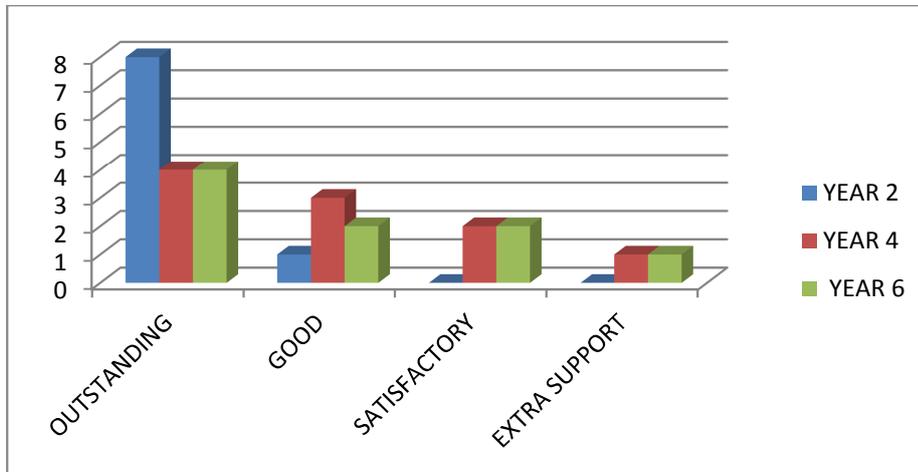
These targets are set against the whole school performance against the default CASPA data base. Outcomes will be measured in the summer term 2013 and reported on in the governing body report in autumn 2013.

Gifted and talented

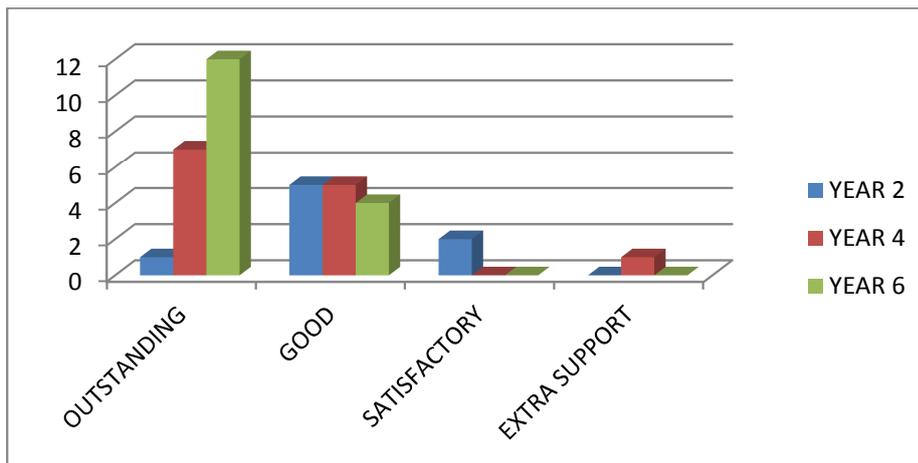
All pupils now have a gifted and talented target to promote their enjoyment of learning. This is called Bringing out the Best. A fund of £1,000 is available to support resources for this project which is recorded in the School Improvement Plan 2012-13 and forms a key objective for each teacher in Appraisal.

Achievement

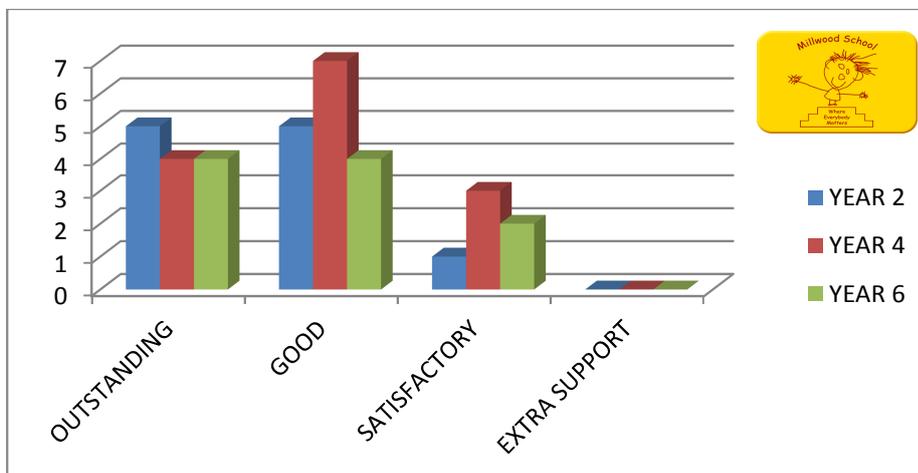
BAR CHART SHOWING ACTUAL NUMBERS OF PUPILS - ACHIEVEMENT AT END OF YEARS 2, 4 AND 6 – 2009-10



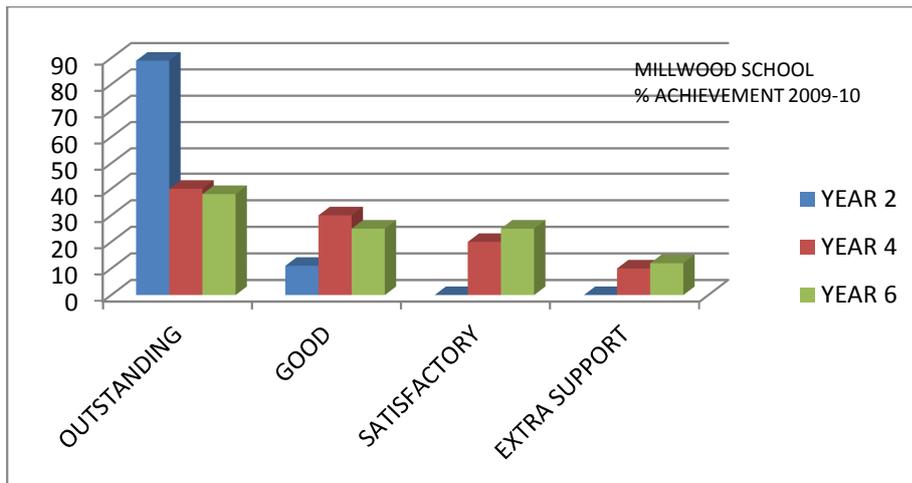
BAR CHART SHOWING ACTUAL NUMBERS OF PUPILS - ACHIEVEMENT AT END OF YEARS 2, 4 AND 6 – 2010-11



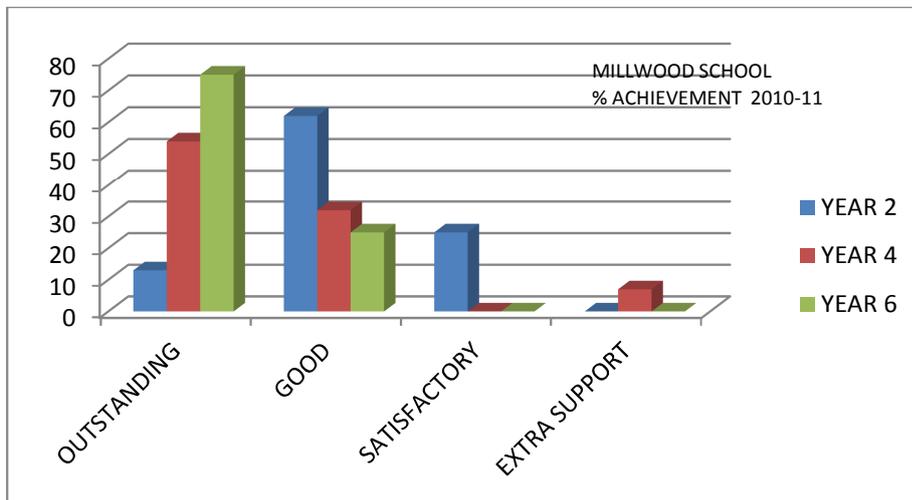
BAR CHART SHOWING ACTUAL NUMBERS OF PUPILS - ACHIEVEMENT AT END OF YEARS 2, 4 AND 6 – 2011-12



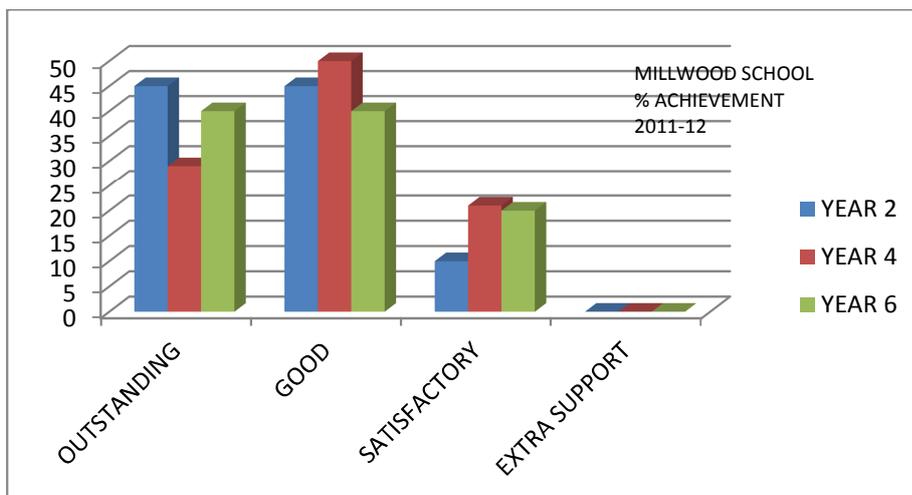
BAR CHART SHOWING PERCENTAGES OF ACHIEVEMENT AT END OF YEARS 2, 4 AND 6 – 2009-10



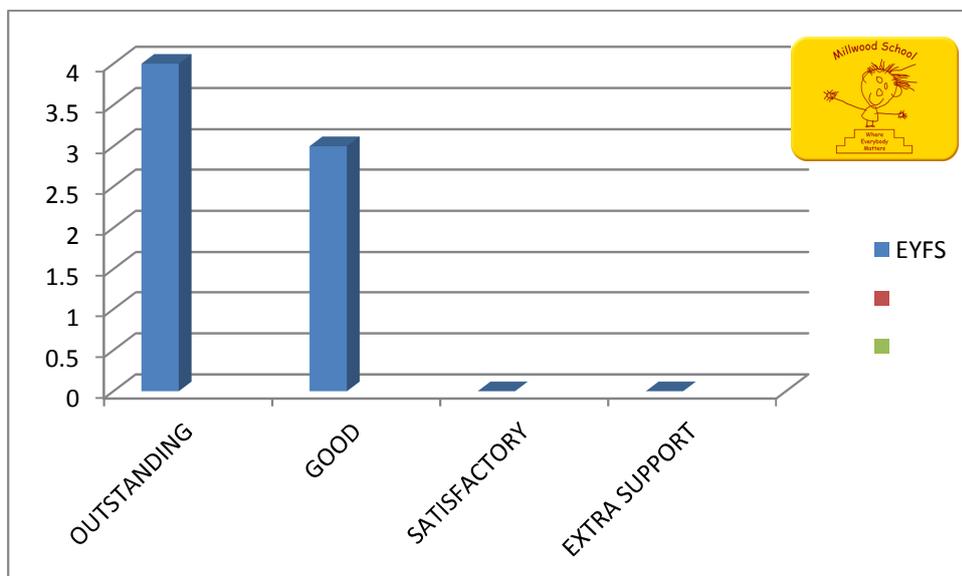
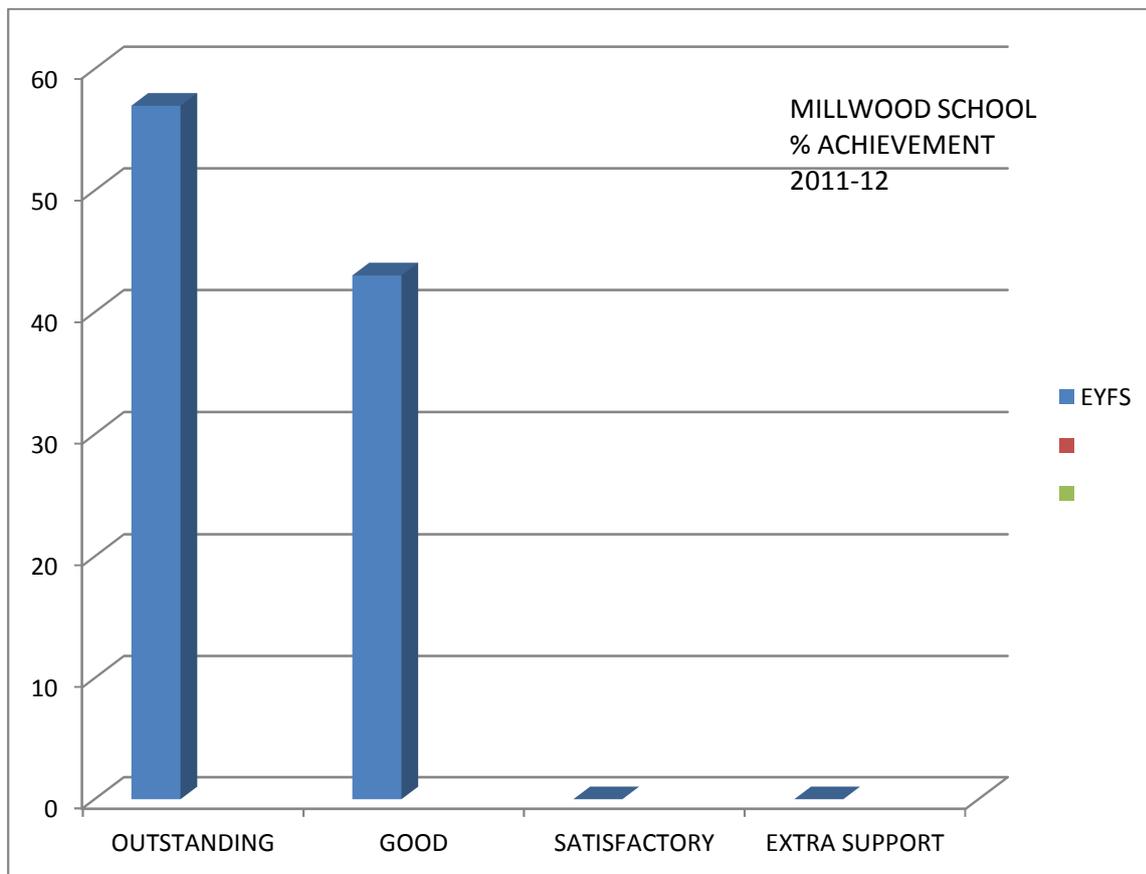
BAR CHART SHOWING PERCENTAGES OF ACHIEVEMENT AT END OF YEARS 2, 4 AND 6 – 2010-11



BAR CHART SHOWING PERCENTAGES OF ACHIEVEMENT AT END OF YEARS 2, 4 AND 6 – 2011-12



EYFS ACHIEVEMENT 2011-12



Achievement in EYFS continues to be outstanding.

BEHAVIOUR AND SAFETY

Safeguarding

Designated Teacher for safeguarding is Caroline Henley, DHT.

Designated Governor for safeguarding is Debi Walker, Chair of Governors.

“Parents say they feel school to be a secure environment which keeps their children very safe.” (OFSTED report February 2013)

“Governors meet their statutory safeguarding responsibilities very well.” (OFSTED report February 2013)

There are currently 92 pupils in the school. One pupil is currently the subject of a child protection plan and a Public Law Order process has started. A further 11 pupils have an active case with a named Social Worker. Other pupils are supported by the Short Breaks team.

Negotiations with Barnardo’s have been finalised and the school has now bought in a service which will enable us to have a social worker based in Millwood. Barnardo’s are experienced in providing a service for children with disabilities in Salford, Wigan and Rochdale. At a recent staff meeting Kevin Merrison from Barnardo’s explained that he is in the process of appointing a social worker to base here and it is hoped they will start during the Summer Term 2013. The first round of interviews resulted in no appointment being made so the post is to be readvertised.

The social worker would have four aspects to their role: 1. Assessment and planning, where they would act as the lead professional for CAFs, core groups and TAC meetings. 2. Coordination, where they would work with other professionals and providers and map the provision available for families. 3. Support for parents and families where they would provide advice and support with transitions and managing the home environment. 4. Advocacy, where they would ensure that the child is kept at the centre of all the above mentioned work. They would be able to provide a portfolio of evidence to support referrals and it is hoped that they would have the capacity to work with about 30 families.

In the SpringTerm 2013, 17 cause for concern forms relating to 9 pupils were received. In all cases the concerns were discussed with parents and, where relevant, other professionals. In one case the cause for concern led to an initial assessment by the advice and assessment team.

Weekly meetings between the school nurse and the SMT continue to be held and information sharing is good. A meeting took place between the headteacher and the new Assistant Director for Social Care, Jackie Gower. The outcomes were very positive and provide a very sound platform on which to build further developments.

Children and young people in care (CYPIC)

Designated Teacher for Looked After Children is: Joanne Hurst, Assistant Head.

Designated Governor for Looked After Children is: Debi Walker

[See attached CYPIC Report.](#)

Health and Safety including Crisis management

Accident, Injuries and Dangerous Occurrences

There were eight injuries to staff members reported on the HS1 form

- One was an accident when the member of staff was supporting a pupil in the Pirates soft play, the pupil became overly excited and accidentally caught adult's arm with her front teeth. Remedial action: Extra vigilance with pupil.
- One was an accident where a member of staff slipped on ice in the school grounds. Remedial action: Risk assessment amended, staff not to cut across courtyard to get to the staff room during adverse weather conditions. Additional salt spreading during the day.
- One injury was caused as the buggy store door opened onto the corridor banging the adult in the face. Remedial action: Risk assessment completed and shared with all school. Warning notice placed on the door. Premises Management Team disengaged the closure mechanism.
- The remaining five were incidents where a pupil caused the injury. Remedial action: The pupil's IBP and risk assessment were reviewed and amended.
- There were **twelve** injuries to pupils on Data Capture sheets:

Two of which are incidents where another pupil has intentionally caused the injury. One of these injuries was caused by a pupil at another school during an educational visit. The remedial action following the school incident above resulted in the pupil's IBP and/or risk assessment being amended including high levels of supervision. The remedial action following the incident off site resulted in a change to the risk assessment of the activity provider.

One is an injury sustained as a result of self-harm. Remedial action resulted in the pupil's IBP being amended.

Nine are accidents as a result of the pupil injuring themselves on equipment/fixtures and fittings/floor:

1. Pupil had a sudden seizure and fell forwards. Remedial action: Extra vigilance. High level of supervision.
2. Pupil lost his balance and banged his head. Remedial action: High level of supervision.
3. Pupil was running in the hall and she tripped over. Remedial action: High level of supervision.

4. Pupil stumbled and fell over in the playground: Remedial action: High level of supervision.
5. Pupil in transition to the hall banged her arm on a fire extinguisher. Remedial action: High level of supervision.
6. Pupil trapped her fingers in the external doors. Remedial action: Premises Management Team informed, risk assessment amended. Doors adjusted and sensors were realigned. Memo sent to all classes.
7. Pupil ran off and crawled under shelving where a guitar was stored, the guitar fell over banging the pupil on his head. Remedial action: Storage area door to remain closed and locked.
8. Pupil tilted backwards on his chair. He then fell backwards onto the floor. Remedial action: Staff vigilance and verbal instruction not to swing on his chair if observed doing this again.
9. Pupil became distracted whilst using scissors and cut his finger. Remedial action: Extra vigilance during activities with scissors. Risk assessment reviewed.

Policies

- The Emergency Evacuation Policy has been rewritten.
- The Hydrotherapy Pool policy has been rewritten. The guidance contained in the hydrotherapy pool policy is based on The HSE document “Managing health and safety in swimming pools”.
- The Critical Incident Policy has been rewritten.
- The First Aid Policy has been revised and updated. New first aid boxes and contents have been purchased for new school and are in place in key locations which have been shared with staff during staff meetings and in the circular. This information is also contained in the First Aid Policy.
- The Health and Safety Policy has been rewritten in line with the recommendations of the Health and Safety Framework.
- The Business Continuity Plan has been written.
- Emergency Procedures has been re written.

Fire Prevention, Emergency Evacuation Procedures and information updates

A planned emergency evacuation of the building has taken place during the Spring term (20 March). Emergency Call Point testing has taken place.

Fire Risk Assessment

- As identified in the Fire Policy, school has been divided into 4 zones: Whitelaw (including the pool), Redvales, Irwell and the Hub. Each zone has at least three designated Fire Marshals. New Fire Risk Assessments (FRA) and an Assessment of Adequacy relating to Fire Safety have been carried out in March 2013.
- Fire Action Notices have been written, laminated and displayed in all areas in the new school building.

Hydrotherapy Pool

- Life-saving resources, PPE, pool uniforms and footwear and signage have been purchased and are on display in the pool area. Two pool attendants have been appointed and trained. Jenny Greenhalgh is the pool attendant on Mondays, Tuesdays and Wednesdays and Jackie Norris is the pool attendant on Thursdays and Fridays. Three risk assessments linked to the hydrotherapy pool have been completed and updated during the Spring Term: 1) Generic pool use during school day. 2) Generic pool use for community use, predominantly Puddle Ducks. 3) Pool Plant and maintenance.

Health and Safety Walk around

The Premises manager and the Health and Safety Officer (Assistant head) have undertaken a health safety walk around focussing on specialist rooms to identify any potential health and safety hazards. Information was shared with staff. The hazards found were categorised into a High, Medium or Low risk and a schedule of work was drawn up with person/s responsible identified. Currently all defects are being addressed with ISG and the LA. A large proportion of hazards were already identified and remedial works were taking place over the Easter Holiday.

Premises Management Request System

A formal maintenance/non-urgent job request system has been introduced with staff and is proving to be very effective. Requests are made via email. Urgent requests are made directly with the Premises Management Team.

Risk Assessments

- Individual risk assessments for pupils when the need has arisen have been completed.
- Individual risk assessments for staff including expectant women have been completed when the need has arisen.
- Individual risk assessments for students have been completed when the need has arisen.
- Equipment risk assessments have taken place e.g. Defibrillator.
- Locational risk assessments have taken place for specific areas in school e.g. Hydrotherapy pool.
- Outdoor risk assessments take place on a regular basis to reflect issues such as glass.
- Activity risk assessments take place as required e.g. swimming, hydrotherapy and educational visits.
- Moving and Handling Risk Assessments have taken place for specific pupils.

Defibrillator

Radcliffe Ladies' Bowling Club made a donation to enable Millwood to purchase a defibrillator. This purchase was made in conjunction with Bolton Wanderers and Fabrice

Muamba. Millwood and Bury FC players launched the defibrillator on 7th Feb 2013. All staff (teaching and non-teaching) in school have undertaken training which was delivered by Bolton Wanderers Community Trust and North West Ambulance Services. A risk assessment has been completed and weekly checks are carried out by Joanne Hurst. The defibrillator is located in the buggy store in the main reception area.

CPD

Course	Date	Attended by
Fire Marshal	18 th Jan 2013	M. Malone
Emergency Planning Training	28 th Jan 2013	C. Jackson, D. McLoughlin, J. Hurst
Centaur Moving And Handling	29 th Jan 2013	Margaret Miller
PH Training	29 TH Jan 2013	REED carers who support one pupil in school
Defibrillator Training	30 th Jan 2013 20 th March	All staff: SMT, Teachers, HLTA's, T.A.'s, Office Team and Premises Management Team.
Bi pap Training	20 th Feb 2013	M. Stevens, E. Bradbury, J. Hurst and REED
Adrenal Insufficiency awareness	27 th Feb 2013	Whole school training
Dysphasia	13 th March 2013	Whole school training

Ofsted

During the latest OFSTED inspection which took place on 20 and 21 February 2013, a number of Health and Safety documents were inspected including emergency evacuation procedures and accident reporting procedures.

The final report published on 12 March 2013 states:

- The behaviour and safety of pupils are outstanding;
- “Parents say they feel school to be a secure environment which keeps their children very safe. Risks are assessed for individual pupils, around school and in the community to ensure pupils receive the best possible care.”;
- “The school is a happy and harmonious community. An extensive range of trips and visits enhance pupils’ real-life experiences. They enjoy their role as ambassadors for Millwood when visiting local shops, parks, churches and libraries and are very effectively introducing the school to its new neighbours.”;
- “The school works very effectively with a range of medical, social and therapeutic services.”;

- “Pupils are exceptionally well cared for by all staff, they feel secure and this helps them to concentrate to the best of their ability and try hard in their lessons.”;
- “Pupils love school and say they feel safe there because all staff know them well. Their impeccable behaviour and eagerness to learn really help them to succeed”.

Behaviour management

In the spring term Individual behaviour plans were written and implemented by staff for 38 pupils. This is an increase of 9 new behaviour plans since September. The reason for the rise in additional behaviour plans is staff are more familiar with their new pupils and have more information on how they work/play/interact and so the team can then put together a more accurate plan to manage any behaviours.

Recording behaviour is still a vital part of the whole process so that progress and changes can be closely monitored and adapted where necessary. Recording sheets track the use of any physical support that is outlined in the behaviour plan in line with Team Teach methods and are duplicated and handed in to the SMT for monitoring and storing.

Behaviour continues to be extremely well managed at Millwood as outlined in the OFSTED report where they describe behaviour as “exemplary”.

The chart shows a marked reduction in pupils being injured as a result of behavioural incidents compared to this time last year and with a significant increase in numbers on roll. The chart below shows the lowest reported incidences of injuries to both staff and pupils in any one term. There are several contributing factors for the reduction;

- The staff have got to know the pupils thoroughly.
- Staff teams work brilliantly together.
- Pupils behave well because they feel safe and happy.
- It’s a short term!

Reported incidents / injuries where behaviour a contributory factor					
Term	Pupils	Staff	Term	Pupils	Staff
Autumn 2010	10	26	Autumn 2011	15	7
Spring 2011	17	10	Spring 2012	8	9
Summer 2011	12	6	Summer 2012	3	9
Autumn 2012	10	9	Spring 2013	2	4

This confirms the findings made by the OFSTED on behaviour and safety of the children.

Bullying

There were no incidents of bullying in the spring term 2013.

Attendance and punctuality – See attached Attendance Report.

	Millwood target	Millwood attendance	National attendance in special schools
2009-10	91.5%	92.19%	89.8%
2010-11	91.6%	91.68%	Not yet published
2011-12	91.7%	93.6%	Not yet known
2012-13	91.8%		

Attendance in the Autumn Term 2012 was 93.28%. This is exceeding our target of 91.8% for 2012-13 and also exceeds the 93.01% we achieved during the Spring Term 2012. This would indicate that we are on track to meet our attendance target this year, although we have identified on-going issues involving three pupils in particular which may put this at risk.

During the recent OFSTED inspection the lead inspector did say that our attendance has to be judged against the attendance of pupils in mainstream settings. The additional medical needs of our pupils are not factored into the judgement on our attendance. Despite this the following statement was included in the report.

“Pupils attend school whenever they are fit and able to do so. Attendance has risen since the last inspection –when it was good – and a sharp watch is kept by the school and its governors to ensure all absences are meticulously followed up.”

We continue to work closely with the School Attendance Officer and the fortnightly meetings are continuing. This year we have decided that we can further reduce the support package we buy from the School Attendance Team to half a day per month. Natalie Burke will still come into school for a fortnightly meeting but this will now be for 1 ½ hours rather than the full morning. Natalie will also be available to meet with parents and attend additional meetings when required.

Absence from school through holidays has continued to improve this year. Our percentage of days lost to holidays during the Autumn and Spring Terms 2012 - 13 is 0.26% with 0.14% being authorised and 0.12% being unauthorised. This compares to Autumn 2011 when the percentage of days lost to holidays was 0.72%, with 0.12% being authorised and 0.61% unauthorised.

We have not had to ask the LA to issue any penalty notices during the Spring Term although we will be asking for one to be issued to a family during the next round of penalties for a holiday taken during the Spring Term. The family we were monitoring for a penalty warning notice has not had any further unauthorised absences.

One pupil is now off roll since her move to a therapeutic residential placement at the Royal Manchester Children’s Hospital.

Education off-site/home education

During the Autumn and Spring Terms 2012-13 children were educated at home or off site for 182 sessions. An additional 34 sessions will be taking place during the Spring Term 27 of these sessions relating to one pupil with a life-limiting condition who has been unable to attend school due to his health and the need for new equipment. When he is well enough this pupil accesses activities that are sent home for him and staff from his class team visit regularly. This pupil is now of full time school age but there are no plans for him to attend school for a full day. When he is well enough he will access activities at home during the morning and come into school during the afternoon. This has been agreed with the School Attendance Team.

The remaining 7 sessions relate to pupils accessing respite care at Derian House.

Equal opportunity and discrimination (including racial monitoring)

There were no racially motivated incidents in school in the spring term 2013.

*Helen Chadwick
Headteacher
30 April 2013*